

**Connecting RE/RS with  
Equality/Equity,  
Diversity and Inclusion-  
training for leaders**

## **Encouragement to:**

- Handle sensitive issues within leadership
- Turn controversial moments into learning opportunities for leaders
- Have positive encounters
- Engage in dialogue and not debate

# Summary Information Provided to Schools

## Trustees and Governors & Headteachers/Principals

- Staffordshire schools plus- over 500 schools
- 44 local authorities
- 494 academy meetings
- 204 maintained school meetings
- Clerks/Governance Professionals involved
- Training for 12 schools as a result

# Governor Information Packs

**Governor Information Pack**  
**Primary School Edition - Staffordshire**  
Summer Term 2024



www.capita.com  
www.entrust-ed.co.uk

**Capita** | **entrust**  
Inspiring Futures

**Governor Information Pack**  
**Secondary School Edition - Staffordshire**  
Summer Term 2024



www.capita.com  
www.entrust-ed.co.uk

**Capita** | **entrust**  
Inspiring Futures

# Governing Board Meeting Agendas

## 12. Teaching and Learning (1.3 in the GIP)

- a) Ofsted changes since January 2024
- b) Curriculum updates – English subject review 2024
- c) EYFS update - Careers for Secondary schools - Reception Baseline changes **technology provisions**
- d) Relationship / Health and Sex Education (RSE) review and consultation
- e) Religious Education (RE) Agreed Syllabus (AS) 2023
  - Religious Education – reference to Equality, Diversity and Inclusion - **free training**
  - Support for strategic training on Equality/Diversity and Inclusion aspects in connection with the Staffordshire 2023 Agreed Syllabus funded by a very prestigious charity grant from Culham St Gabriel.
  - This training is for Trustees, Governors of all schools and headteachers. The Entrust/SCC Associate consultant Mary Gale working on behalf of Staffordshire County Council SACRE has been tasked with delivering this training either online or face to face. If you would like to be part of this exciting initiative, then contact Mary Gale on:  
[mary.gale@entrustassociate.com](mailto:mary.gale@entrustassociate.com)

## **Then I waited.....**

Did anyone want to engage with the training.....???

Connecting RE/RS with Equality/Equity,  
Diversity and Inclusion

# What was the Impact?

In the evaluations, of the 12 schools to date who took part in the focused training:

- 95% said the training had moved their thinking forward, Scoring 2 on a scale of 1-5 at the start of the training and moving to 4 or 5 at the end of the training.

## What was the Impact?

It made that which was ‘implicit now explicit in our understanding’ of their strategic leadership role.

‘We are not afraid to explore EDI in school now and monitor it.....we feel more confident’

‘RE will now have more of focal point in our curriculum as it covers so much’

‘The training deepened our understanding and prompted a revision of our policies. Post-intervention, we saw sustained improvements across the school.’



# Fixed vs Growth Mindset

I used to ...

Think

Feel

Act

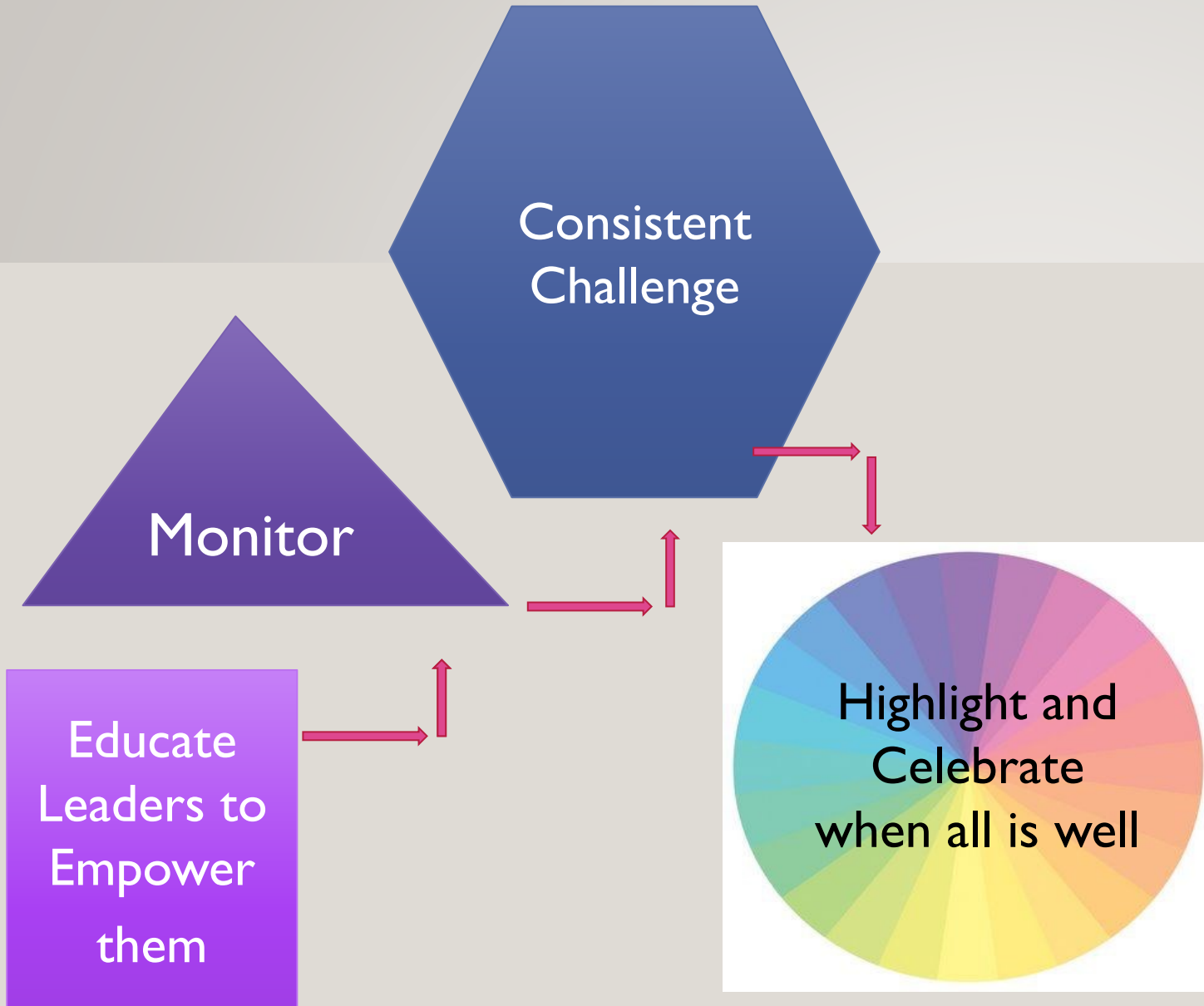
But now I ...

Think

Feel

Act

The results of changes in your mindset ...  
How will this change you moving forward?  
How will this change leadership moving forward?



## Consequence

Follow policies and apply the consequences for the use of prejudice language such as restorative justice approaches and ensure this is consistently applied.

## Empower

Through training and challenge so they have confidence to support leaders when they tackle prejudiced language themselves and not be bystanders.

# Welcome / Introductions / Aims



## SACRE Link

<https://www.staffordshire.gov.uk/Education/SACRE/Home.aspx>

- To explore the strategic duties of leaders with regard to the teaching of Religious Education/Studies and World Views.
- To exemplify the connections between Equality/Equity, Diversity and Inclusion and RE/RS and provide background information.
- To review the statutory duties of leaders regarding EDI and how this contributes to school improvement through effective RE.

## Essential Information

## The Law

Schools must  
abide by these  
laws

- The human rights act 1998 - 1948 Universal Declaration of Human Rights Article 18
- Equality Act 2010 plus Equalities Bill 2021
- Protected Characteristics
- Reasonable Adjustments
- Public Sector Equality Duty 2011 - some minor updates since <https://www.gov.uk/government/publications/public-sector-equality-duty>
- Gender Recognition Act 2004
- Children and Families Act 2014
- KCSIE 2023 Working Together to Safeguard Children updated late 2023 ready for Jan 2024
- Prevent agenda late 2023 updated ready for Jan 2024
- The National Curriculum

## Essential Information

### The Law

### Schools must abide by these laws

- Equality Act 2010 plus equalities bill 2021
- Public Sector Equality Duty 2011 - some minor updates since <https://www.gov.uk/government/publications/public-sector-equality-duty>
- Section 149 of the 2010 equality act
- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- To ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 require public authorities,, to publish:
  - equality objectives, at least every four years (from 6th April 2012)
  - information to demonstrate their compliance with the public sector equality duty (from 31st January 2012)

## Essential Information

Do you have a  
PSED policy?

Has it been  
reviewed every 4  
years showing  
equality objectives?

- PSED policy should be in line with your Equality and Diversity Policy.
- Points to note - need a review date on this policy.
- It refers to the 2022 KCSIE policy and should refer to the 2023 version OR perhaps this policy is your PSED policy?

The school will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in the Protected characteristics section of this policy.
- Equality objectives (at least every four years) outlining how the school may further equality.

# Essential Information - The Law Regarding RE/RS

The position of religious education in the school curriculum has been consolidated through a succession of primary legislation, from the Education Act of 1944 through to the Education Act of 1996 and the School Standards and Framework Act of 1998.

## Religious Education (RE/RS) is for all pupils

- There is a statutory requirement and a legal pupil entitlement for schools to provide a basic and broad and balanced curriculum.
- This consists of the national curriculum and the LA Agreed Syllabus for Religious Education (RE)
- RE is part of the basic and broad and balanced curriculum. It **must** be provided for all registered pupils in state-funded schools in England, including those in the sixth form.
- Parents have the right to withdraw their children from all or part of the RE curriculum. [Section 386 Education Act 1996] (or students can withdraw themselves if they are aged 18 or over)
- It is the duty of school leaders (this includes trustees and governors) to ensure that this statutory requirement is met. [The School Standards and Framework Act 1998 Schedule 19]

# Three Core Functions - Your Role as a Leader Ensures ...

That the vision, ethos and strategic direction of the school are clearly defined. ( Strategy includes EDI aspects)

That the headteacher performs their responsibilities for the educational performance of the school

The sound and proper and effective use of the school's financial resources

## Maintained schools governance guide

From: [Department for Education](#)

Published 7 March 2024

Updated: 7 March 2024 - [See all updates](#)

Search this manual





# Academy Schools

## Maintained schools governance guide

From: [Department for Education](#)

Published 7 March 2024

Updated: 7 March 2024 - [See all updates](#)

Search this manual



- **Commissioning high-quality trusts**
- Guidance on the role of the Department for Education in making commissioning decisions about academy trusts.

  
Education & Skills  
Funding Agency

## Academy trust handbook 2023

also known as the Academies financial handbook

**For academy members, trustees,  
accounting officers, chief financial  
officers and auditors**

**Effective from 1 September 2023**

**July 2023**

# The School Vision and Values Should Be Interlinked With EDI...

## This is a Strategic Action

### **Values - Play a key role**

how you approach what you do, how you treat one another

What your school/trust is known for and lives by

How are your values communicated and then embedded?

Are your values aligned to your vision?

Vision: the ambition for the future - a key area - never ending process

Is your vision clear?

Is your vision ambitious?

Is it aligned with your values?

Is your vision grounded in reality?

Does it encompass EDI aspects?

### 1b. Culture, values and ethos

The knowledge and skills required to set the culture, values and ethos of the organisation successfully; demonstrate these in the conduct and operation of the board; embed them through the whole organisation; and monitor the impact on outcomes for children and young people and on the reputation of the organisation in the wider community.

#### Everyone on the board

##### *Knowledge*

- the values of the organisation and how these are reflected in strategy and improvement plans
- the ethos of the organisation and, where appropriate, that of the foundation trust including in relation to any religious character
- the code of conduct for the board and how this embodies the culture, values and ethos of the organisation

##### *Skills and effective behaviours*

- Can set and agree the distinctive characteristics and culture of the organisation or, in schools with a religious designation, preserve and develop the distinctive character set out in the organisation's trust deed
- acts in a way that exemplifies and reinforces the organisation's culture, values and ethos
- ensures that policy and practice align with the organisation's culture, values and ethos

#### The chair

##### *Skills and effective behaviours*

- is able to recognise when the board or an individual member is not behaving as expected and take appropriate action to address this
- leads board meetings in a way which embodies the culture, values and ethos of the organisation

Culture, Values And Ethos - This is embraced in your Code Of Conduct and The Nolan Principles Of Public Life

Conduct a review of practices against your code.

Where are you meeting the code?

Where are you not meeting the code?

Think about and talk about the gaps and the risks associated with those gaps.

Discuss the benefits of increased code compliance and how this supports EDI.

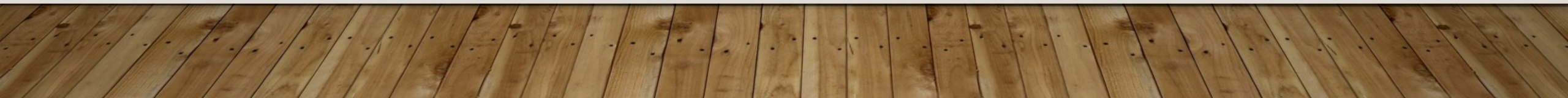
---

Your Code of Conduct and the Nolan Principles of Public Life should be your gold standard



# The Staffordshire Agreed Syllabus For RE/RS 2023

---



## Vision

- The role of re in schools is to help prepare and equip all pupils for life and citizenship in today's diverse and plural Britain, through fostering in each pupil an increasing awareness of, and sensitivity within, the diversity of religious and non-religious beliefs, practices, spiritual insights and world views they will encounter.

## Ofsted inspections

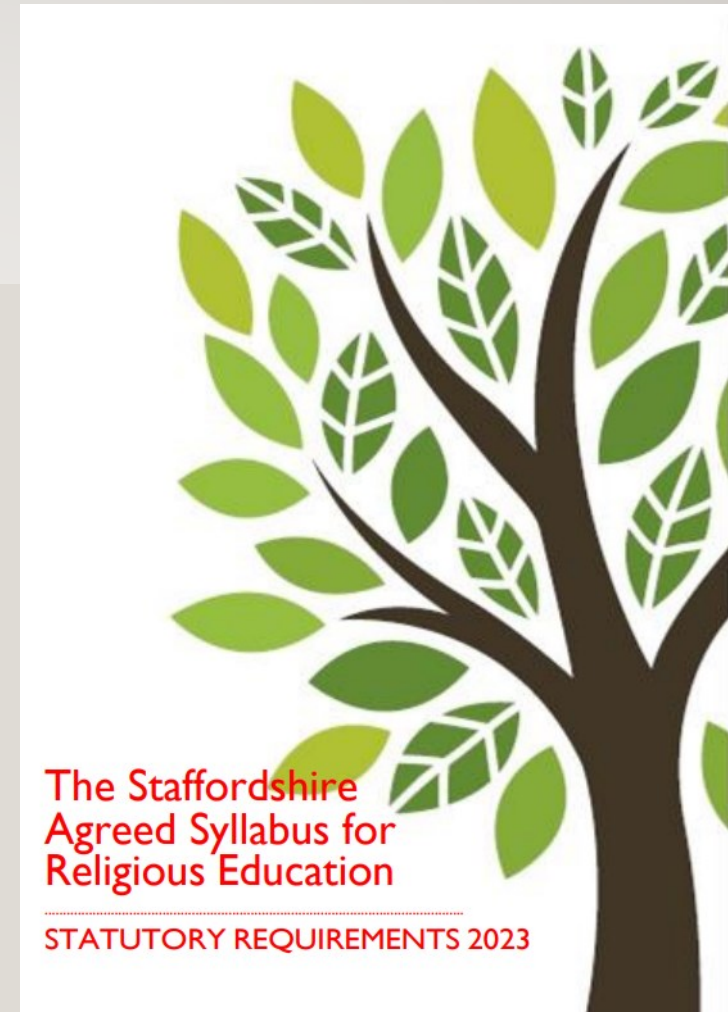
- The provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



## Entrust link

- You can find a copy of the most recent agreed syllabus along with a range of teaching resources by visiting the [Entrust Education](https://www.entrust.education/page/35474) page.
- <https://www.entrust.education/page/35474>

The Staffordshire Agreed Syllabus supports the core functions of Governance including Equity/Equality Diversity and Inclusion (EDI)



Explore  
Engage  
Reflect

---





By **exploring, engaging** and **reflecting**, pupils will develop the knowledge, insights and skills necessary for them to be able to live authentically and responsibly as adults in today's world.

---

Acknowledging how religious and secular communities seek to uphold and develop the well-being of the human family.



# The agreed syllabus supports

Article 14 (freedom of thought belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion as long as they're not stopping other people from enjoying their rights.  
(uncrc 2010)

The 2023 agreed syllabus recognises the importance of culture/ cultural sensitivity as a starting point

---



## RE/RS Through EDI... The Ideal World

In culturally inclusive schools all leaders take ownership of the issues. They understand that this can be achieved through effecting teaching of RE.

They lead by example.

This includes you as trustees or governors this is important if issues of EDI are to be taken seriously by the school community.

The leadership team including governors create a shared vision for a culturally inclusive school where members of the school community are actively involved in creating the vision.

Policies and plans incorporate inclusion and diversity accompanied by action plans for implementing these policies.

The leadership team monitors and evaluates the effectiveness of these plans.

Responsibility for inclusion and diversity is distributed among staff, governors and parents Inclusion and diversity are integral to school planning

Policies and processes responsible for implementing these operate at all levels of the school



- What is Culture, and why is it important?
- What is Cultural Awareness, and why is it important?
- How can we achieve Cultural Awareness?

# Definition of Culture?

Patterns of human behavior common to groups.

Includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting, roles, actions, relationships, and institutions

Groups are based on for example

Race, ethnicity, gender, religion, sexual orientation, social group or other similar factors

# Cultural Capital

'Cultural capital' is a term that ofsted uses to refer to the knowledge pupils need to become well-rounded citizens. schools offer this through providing pupils with a wide breadth of experiences and insights into human creativity and achievement.

Do you know your role is in monitoring cultural capital in your school and what that looks like in practice, so you can be sure that you're holding leaders to account in this area.

The golden thread within your school.

**How do we explore and enhance cultural capital to pupils?**

**How do you embed it throughout the curriculum? what is the impact on learners?**



## Links to school vision

Everyone is celebrated in every classroom.

A collaborative community that celebrates the successes and amplifies the stories of diverse people.

Promoting acceptance. Increasing visibility. Encouraging celebration. Creating belonging. Enabling learning.



Let's explore  
Strategic approach  
Strategic v Operational

Strategic Governance  
Is... not helping in  
classrooms.

Or driving the minibus!

It is...

- Focusing on **making sure every child receives the best possible education- through a broad and balanced, rich curriculum.**
- Establish the long-term vision for a school (this is not the short strap line motto)
- Promote the character/ethos/values/culture of your school or Trust.
- Ensuring the school is compliant regarding policies – seeking assurances and checking.
- Building a supportive and productive relationship with the headteacher/principal, whilst holding them to account Challenge the school to bring about improvement and to hold all leaders accountable for performance including EDI
- Agreeing the strategic improvement priorities, monitor progress and impact.
- Making decisions in light of objective data.
- Evaluating performance and improving as a Governing Board.
- Having high expectations for all.

Strategic approach to RE  
through embracing  
Equality/Equity/  
Diversity and Inclusion.

Review the:

- School Improvement Plan
- Ofsted Action Plans
- SELF Evaluation Documents
- Subject Leader Action Plans
- School Policies

Look For References To EDI Aspects.

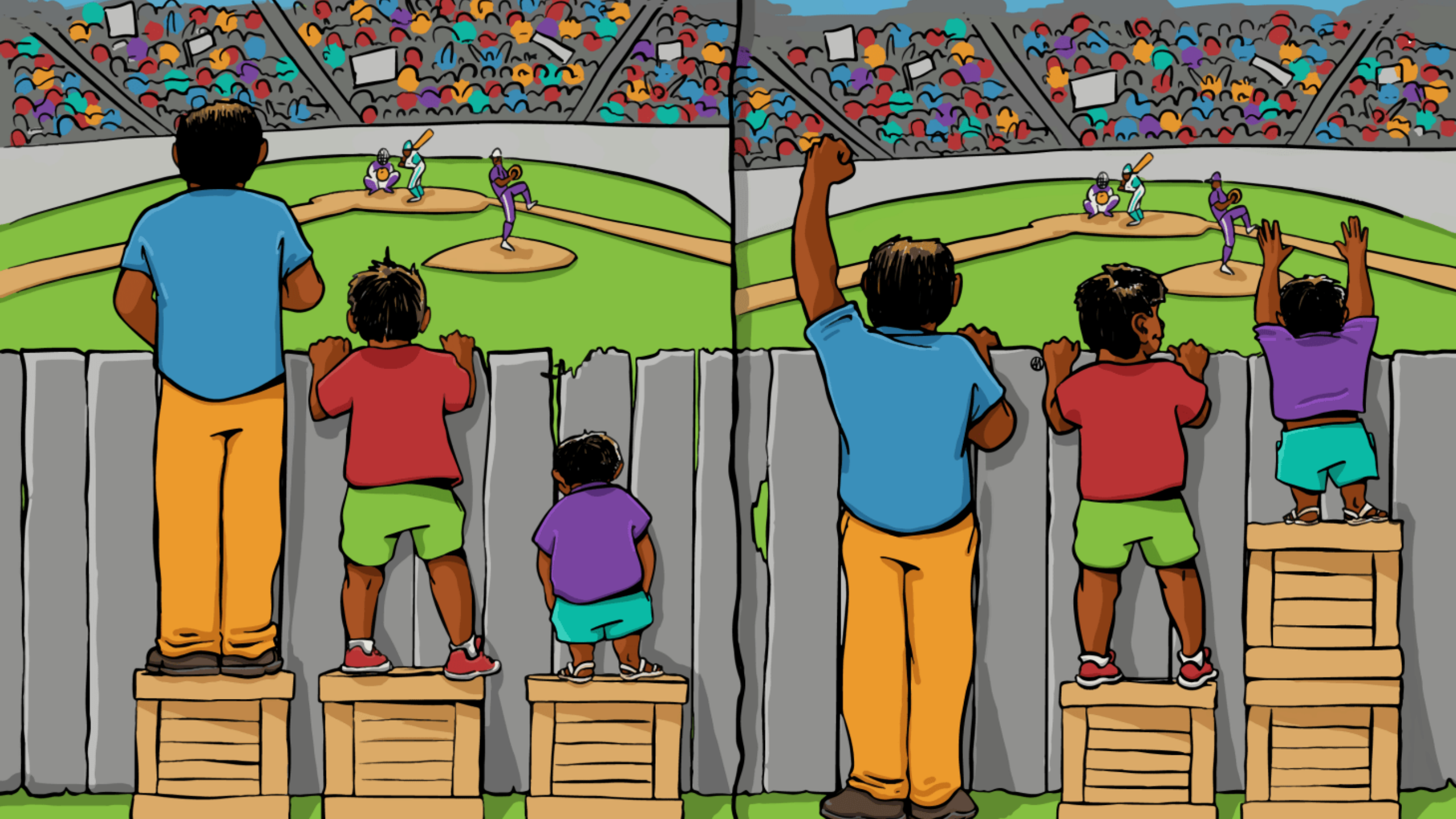
# What Is Equity/Equality? Is There A Difference?

## Equality:

1. **Definition:** Equality refers to the state of being equal, especially in rights, opportunities, and status.
2. **Concept:** It emphasises the idea that everyone should be treated the same and have access to the same resources, regardless of their individual differences or circumstances.
3. **Visual Representation:** In a visual representation of equality, you might imagine everyone standing on boxes of the same height, regardless of their height or needs.

## Equity:

1. **Definition:** Equity involves ensuring that everyone has the support they need to be on an equal footing, considering individual differences and circumstances.
2. **Concept:** It recognizes that people have different needs and may require different levels of support to achieve the same outcome. Equity aims to address these differences to achieve fairness.
3. **Visual Representation:** In a visual representation of equity, you might picture people standing on boxes of different heights, with the goal of ensuring that everyone can see over a fence or barrier. See next slide



## What Is Diversity?

Diversity encompasses all those differences that make us unique including but not limited to...

- Race
- Colour
- Sex
- Ethnicity
- Language
- Nationality
- Sexual orientation
- Religion
- Gender
- Socio economic status
- Age
- Physical and mental ability
- Health aspects
- Education
- Work opportunities

## We Diversify The Curriculum

The phrase ‘diversity in the curriculum’ usually applies to the concept of a curriculum that is inclusive of the experiences and histories of all and especially those with protected characteristics, and often seeks to erase systemic barriers in our society through fairer and more equitable distribution of curriculum content. It serves to allow young people to think more critically about how knowledge is gathered/ formed and how it comes to be valued.

It allows learners:

- to see and be seen in the curriculum
- to interrogate how knowledge in the curriculum has come to be valued
- to hear ‘multiple co-existing narratives’ in all subjects
- to understand how systemic barriers manifest for those with protected characteristics and intersectional identities

**Effective RE/RS Encompasses The Above**



“ **DIVERSITY** is being invited to the party. **INCLUSION** is being asked to dance.”

-Vernā Myers



# Inclusion Starts With I

[Inclusion Starts With I \(youtube.com\)](#)

## What Is Inclusion?

Inclusion is the thread that holds us together.

Inclusion involves bringing together and harnessing diverse forces and resources in a way that is beneficial.

Inclusion puts the concept and practise of diversity into action by creating an environment of involvement respect and connection where the richness of ideas backgrounds and perspectives are harnessed to create value.

**RE/RS promotes/encompasses inclusion**

What is the difference between diversity and inclusion?

Schools that embraced a diverse curriculum saw a reduction in bullying.

[Read our Department for Education Research and Impact Report 2024 \(diversityrolemodels.org\)](#)

- Diversity is simply a representation of many different types of people (*gender, race, ability, religion, etc.*)
- Diversity often focuses on the differences and is referred to as "the mix."
- Inclusion is the deliberate act of welcoming diversity and creating an environment where all different kinds of people can thrive and succeed.
- Inclusion is the act of "making the mix work."
- Diversity is what you have..... inclusion is what you do.

What is the difference between diversity and inclusion?

- Simply having a diverse group, team, workforce, classroom, etc., is not enough.
- Everyone should feel safe and encouraged to fully participate and share and be on equal footing as everyone else.

# Promoting EDI through strategic actions

Link governor roles

A way of holding the school to account

Talking to staff and learners about their school day

Reporting back to the FGB on the information you have discussed with leaders.

Answering the three key questions:

Where are we now with..... ?

Where do we want to be?

How are we going to get there?

# Promoting EDI through Policy and Procedure - Strategic Actions

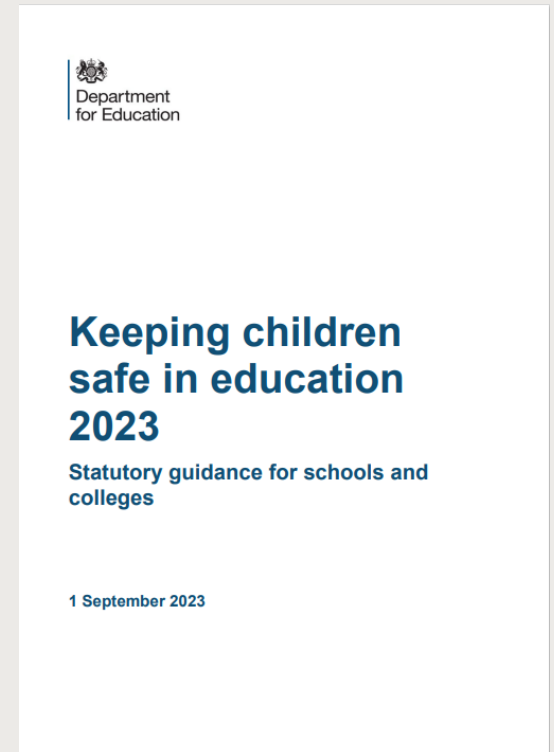
Review school policies and procedures to ensure that they are inclusive, fair and promote equality and diversity.

Develop new policies and procedures where necessary to ensure that the school is meeting the needs of all learners and staff.

Provide training and resources for all staff to ensure they are aware of the policies and procedures and can implement them effectively.

## Policies/Guidance that promote EDI - Review and Ask Questions - This Is Strategy

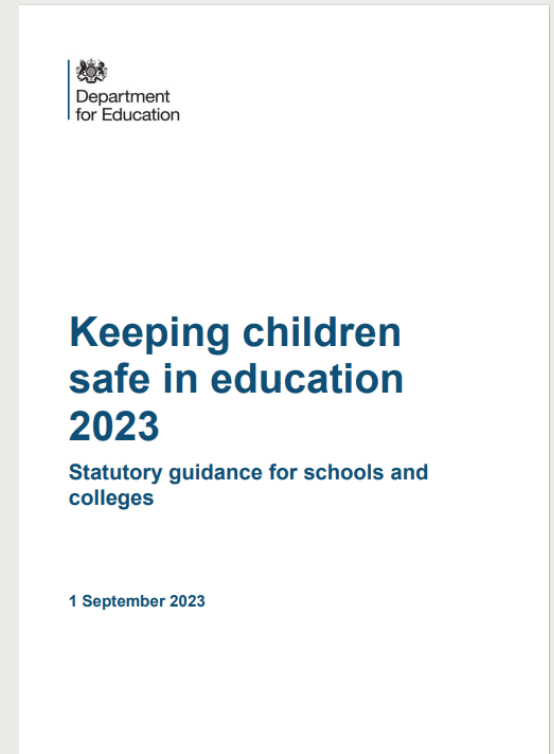
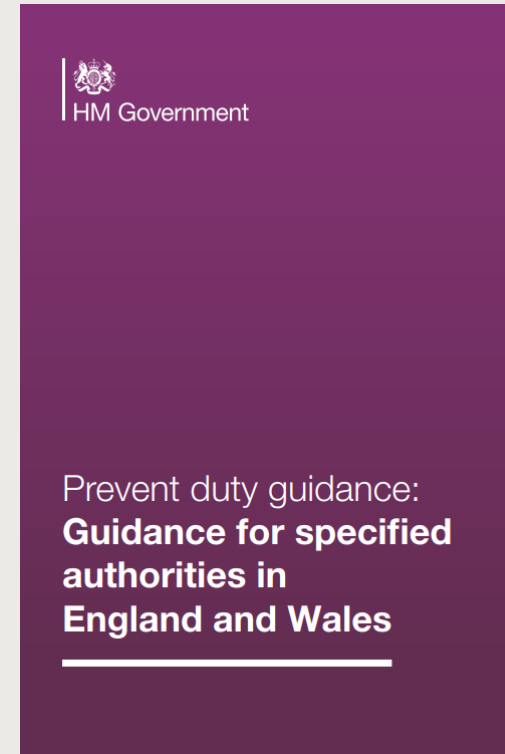
- Safeguarding e.g. Keeping Children Safe in Education 2023 (KCSIE)
- Working Together to safeguard Children
- Prevent (Annual review or sooner/live)
- Behaviour & Anti-bullying (Annual Review)
- Uniform (Annual Review)
- Careers (Annual Review)
- Equality objectives (Four Year review)
- Public Sector Equality Duty (Annual Review)





## Policies/Guidance that promote EDI - Review and Ask Questions - This Is Strategy

- Respectful School Communities:
- Admissions, attendance, exclusions, suspensions
- Pupil Premium- all aspects (Annual Review)
- SEND Report (Annual Review)
- Curriculum - RE, RHSE, PSHE, Humanities
- HR policies
- Whistle Blowing Policy
- Staff and governors to read and understand the impact of these policies.
- A policy review schedule led by governors



# Promoting EDI through teaching and learning

## - This is Strategy

Governors seek assurances that school leaders carry out the following:-

Review the current curriculum, not just RE/RS and identify areas where it can be improved to ensure that it is inclusive and diverse and reflects the needs of all. Eg texts, library books etc..

Plan for improvements

Provide training and resources for teachers to ensure they have the knowledge and skills to deliver an inclusive curriculum that promotes diversity and equality

Monitor progress and impact of the curriculum changes to ensure they are having a positive impact on the learning experience of all students.

# Promoting RE/RS through exploring EDI Aspects...

Unconscious Bias

And

Racism

# Promoting EDI through exploring Unconscious Bias

## - This can be challenged through your vision

Unconscious bias is a natural tendency that everyone has.

It occurs when people make judgments or decisions based on unconscious assumptions or stereotypes, rather than objective facts.

The first step in addressing unconscious bias is to acknowledge that it exists.

All should be aware that they may have biases that affect their perceptions and actions.

RE/RS seeks to explore and recognise unconscious bias

## Promoting effective RE/RS and EDI through exploring

Racism – Take a look at the following...

Blasphemy in schools

[Policy Exchange - 'Blasphemy' in Schools](#)

Also, recent Lord Walney recommending support for teacher's rights to freedom of expression:

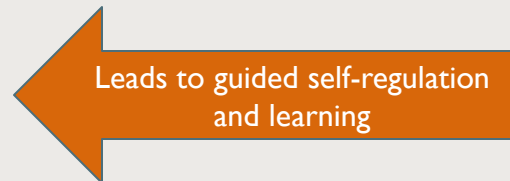
[Protecting our Democracy from Coercion \(publishing.service.gov.uk\)](#)

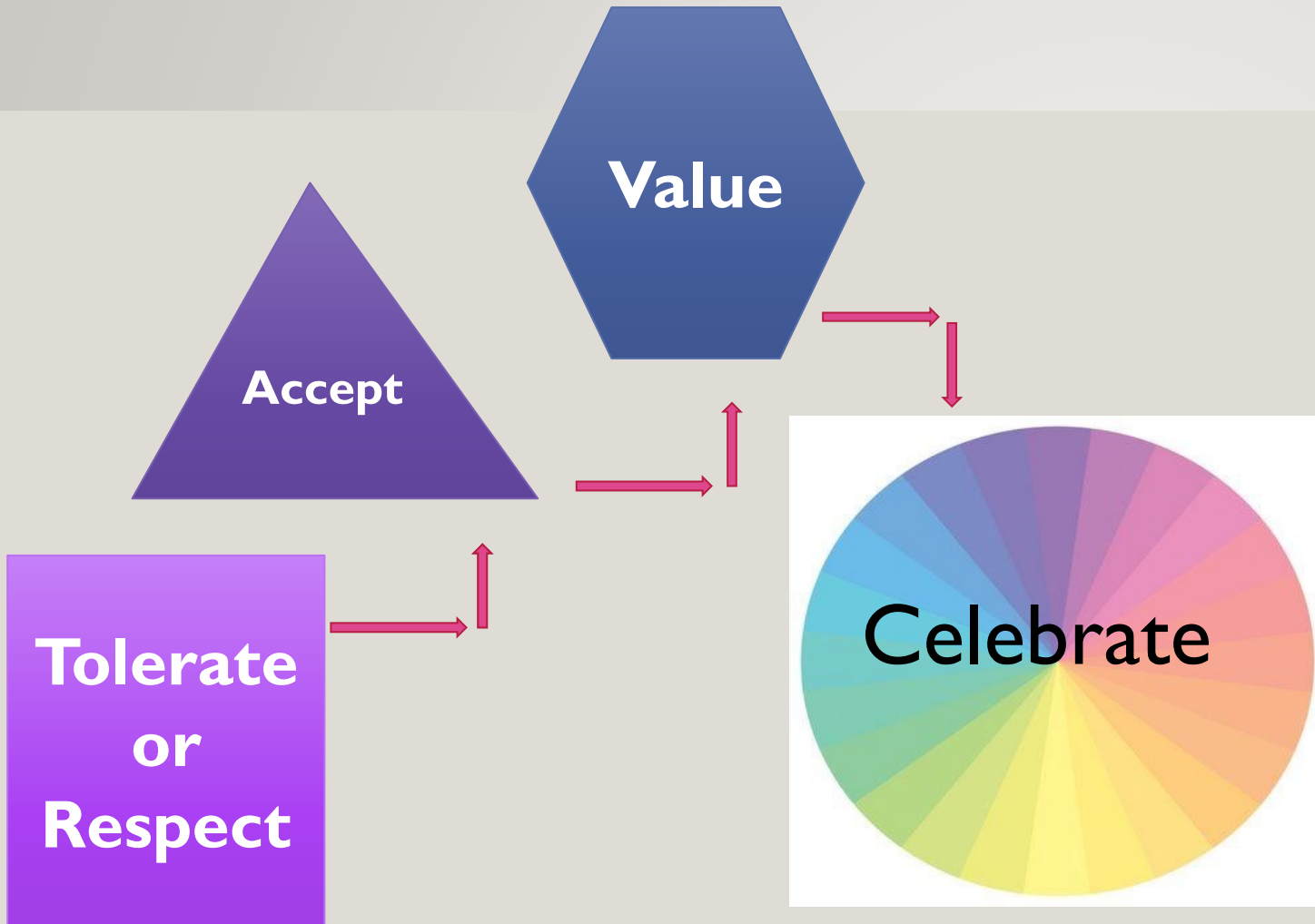
Promoting EDI through exploring

**‘Blasphemy’ In Schools Self-censorship And Security Fears  
Amongst British Teachers Dr Damon L. Perry Foreword  
By Rt Hon Nadhim Zahawi MP**

# Key Concepts to Remember

1. You will offend someone at some point.
2. Each person has a right to their own opinion.
3. Listen. We all have a unique world-view.
4. What is each person's lens of diversity?
  - a. "Tell me more ..."
  - b. "I wonder if ..."
  - c. Do not need to win in a conversation- but show active listening..
5. We must allow ourselves to be vulnerable when talking about EDI





---

At what level do you value differences?

Do you start with the individual and their identity?



Tolerate - to put up with things you may not agree with...

Respect is a positive feeling or deferential action shown towards someone or something considered important or held in high esteem or regard

Tolerate / Respect  
I Will Show Respect

You are  
content with  
someone's  
differences

Accept

The tool to handling  
sensitive issues

I will model acceptance

To be open and  
see someone's  
differences as  
worthwhile

# Value

Also a tool for handling  
sensitive issues

I will value differences

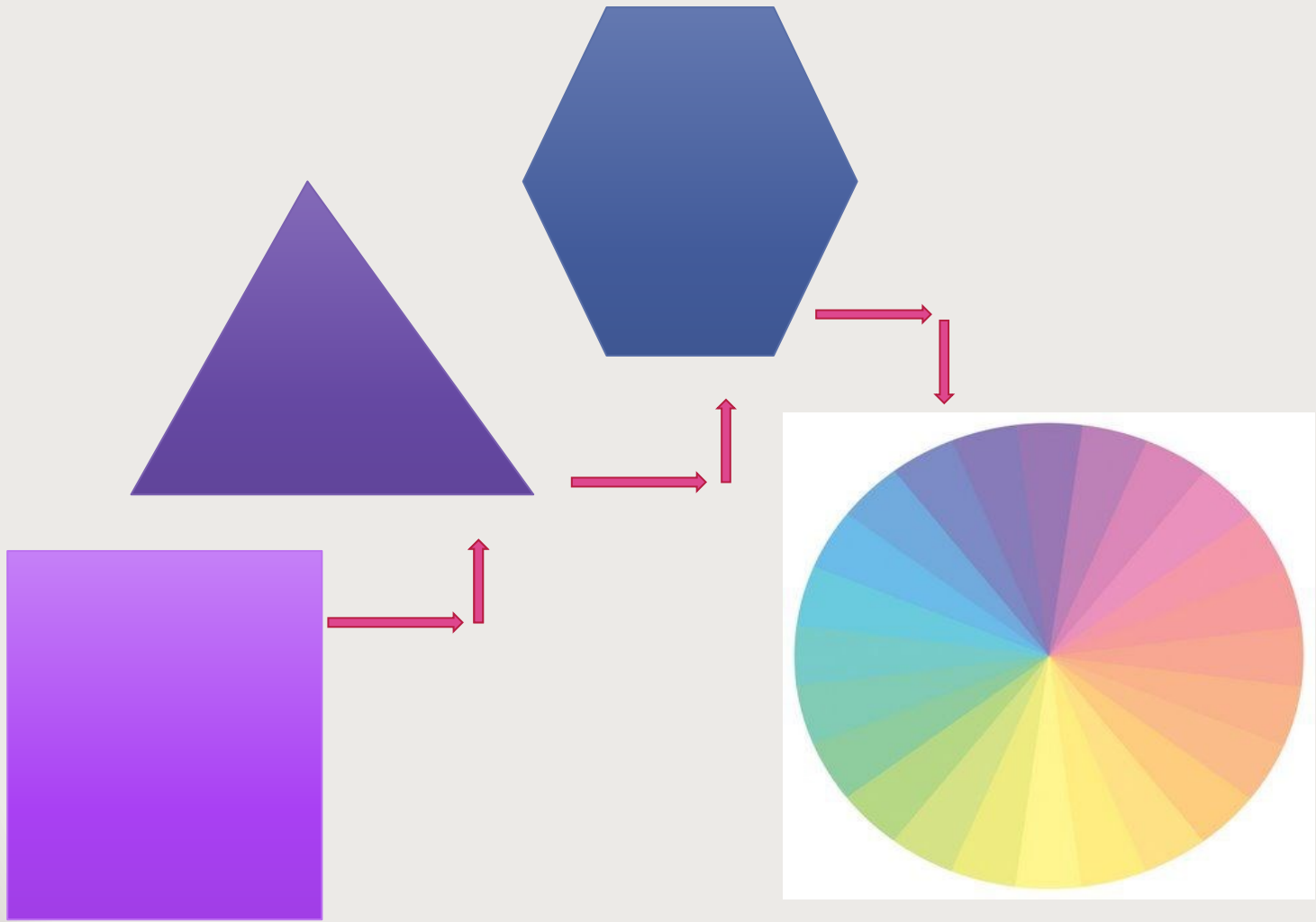
To deeply understand and respect each others' viewpoint openly

---

Responding in the moment!

We will celebrate!





Where are **you** now?

What do you show??



## Why does RE/RS and EDI matter in a school environment



Interaction with people from diverse groups.



Working with stakeholders with different cultural backgrounds.

- Increases the knowledge base of all.
- Promotes creative thinking
- Enhances self awareness
- Enriches multiple perspectives



## How schools can embrace RE/RS through EDI and Embrace EDI through *RE/RS*

- Everyone's narrative is important - speakers that tell their story
- Where are you coming from?

I will show.....

- Empathy ... actively accept
- Compassion

Teaching and learning - strategic actions - check and discuss and minute those discussions

SEND including SEND report - Check website and minutes

Support on Page 14 of the AS

Pupil Premium - Check website and minutes

Sports Premium - Check website and minutes

English as an Additional Language (EAL)



# Teaching and Learning

Spiritual, Moral, Social, and Cultural development (SMSC) ... The hidden curriculum - this is a thread running through the Agreed Syllabus (AS)

This is a key aspect of the curriculum in schools in England

Schools are expected to promote learners' SMSC development to help them become well-rounded individuals

There are many different ways in which schools can teach SMSC as it is embedded into various subjects across the curriculum

Teaching about **'World Views'** promotes SMSC

# Teaching and Learning - Story Telling

## World views

A “world view” is the framework of beliefs and values which shape the way a person experiences and responds to the world. Everyone has a world view, though this may not be acknowledged and articulated in a fully conscious form. When a group of people consciously share the same world view, they often express this in organised and tangible ways, and commit to it as part of their individual identities. Such a shared world view may be religious in character, or non-religious.

Religious Education brings pupils into contact with a range of world views, encouraging each pupil to develop and forge their own personal sense of values, identity and world view, both in the context of the pupil’s cultural heritage and also more widely in relation to the diversity of world views found within society as a whole.

# SMSC - how this changed as a result...

## windows, mirrors and doors



The windows, mirrors, doors analogy clarifies these ideas.

We gaze out through windows onto the world, responding with our emotions and trying to make sense of what we see.

We use mirrors to reflect on our thoughts and feelings, and how what we see through the window connects with our inner selves, and how we connect with what we see and understand. This becomes a spiritual experience when it transforms us and so we walk out through the door into life differently from before.



## Windows

- Opportunities for children to be aware of the world in new ways, looking out into the world.
- To wonder about life's 'WOWS'. Things that are amazing.
- To think about life's 'OWS' that take us by surprise!
- Learning about life in all its fullness.



## Mirrors

- Opportunities to reflect on their experiences.
- Looking inside yourself.
- Consider life's big questions and reach for some possible answers.
- Learning from life by exploring our own insights and those of others.



## Doors

- Opportunities for children to respond.
- Moving onto a new path or situation.
- To do something creative to develop and apply our ideas.
- Learning to live out our beliefs and values.

# Teaching and Learning

## Relationships, Health and Sex Education (RHSE)

RHSE enables children to become healthy, independent and responsible members of society.

Play a positive role in contributing to the life of the school and the wider community.

Develop their sense of self-worth.

Understand how society is organised and governed.

Learn about rights and responsibilities,

Learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.



## Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,  
proprietors, head teachers, principals, senior  
leadership teams, teachers

# Teaching and Learning

## British Values (BV)

Now emphasised as a **MUST** in the March 2024 Governance Guides.

- ❑ Mutual Respect of those with different Faiths and Beliefs or those who hold no belief.
- ❑ Democracy
- ❑ Rule of Law
- ❑ Individual liberty



# Teaching and Learning

## British Values (BV) Make checks!

British Values **must be** introduced, discussed and lived out through the ethos and work of the school.

All curriculum areas, especially RE/RS provide a vehicle for furthering understanding of BV.

Referenced in all areas of school life and ensures your curriculum offer is enriched .

Each subject leader ensures that BV are discussed and exemplified in their subject a 'Making a positive contribution'.

A structured plan of learning for RHSE/PSHE ensures that all BV are discussed regularly.

Visit topics such as '*Celebrating Similarities/ Difference*' and 'Being Me in my World' enables all to reflect on British values in a meaningful and personal way.

Assemblies allow all to explore a diverse set of themes which relate to British Values.

# Conclusion - Implicit V Explicit

Much of what you discuss and debate in Governing Board / Local Academy Council meetings centres on your strategic approach to:

- Equity/Equality
- Diversity
- Inclusion

Time to make explicit that which is implicit... Training is required for staff and leaders

Recognise...

If the teaching of RE/RS is effective then all the above will be taught well, this needs to be recognised.

The 2023 Staffordshire Agreed Syllabus facilitates this.

It exemplifies the connections between Equality/Equity, Diversity and Inclusion and RE/RS.

## Be the reason someone feels:

- welcomed
- valued
- seen
- heard
- valued
- loved

Help and Support...

Bespoke training on all these aspects for your school.

Free workshops for pupils - email Mary to arrange.

Exploring deeper with staff any or all of these aspects.